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ABSTRACT

Developed for adult vocational educators in Colorado, this annotated bibliography reviews relevant literature and research concerning job development and placement services for learners in postsecondary adult vocational education institutions. The included references relate to postsecondary job development, career education, and vocational cooperative education of the average adult student. The annotations are in four sections. The first section includes four books while the second one covers ten journal articles. Then follows the longest section, which cites seventeen reports, papers, or pamphlets. The last section consists of one unpublished dissertation. Each citation in these sections includes the source (if applicable), author, title, publisher, publisher's city and state, publication date (includes volume, number, and pages, if applicable), and annotation (varying in length from one paragraph to five pages). Some representative titles in each of the four sections are: (1) "The Philosophy for Quality Vocational Education Program," (2) "Community Career Development" and "The Place of The Postsecondary Institutions in Vocational Education," (3) "Career Development Education Kindergarten Through Postsecondary and Adult Levels" and "A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education, Writings of Graduate Students," and (4) "The Nature and Characteristics of Business Education and Training Offered by Business and Industry in a Metropolitan Area with Implications for Community Colleges." A list of ten other selected references concludes this bibliography. (EM)

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"Job Development and Placement Services for Vocational Education Learners in Postsecondary Institutions"

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Greeley, Colorado

September 30, 1977

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PREFACE

The following literature review is part of a larger project funded by the U. S. Office of Education under Public Law 90-576, Part C, Section 131(a)--Research and Training--of the Vocational Education Act of 1963 as amended. The project entitled Adult Vocational Education Research and Development Project had four thrusts:

1. Conduct a series of literature searches related to adult education.

2. Complete a series of related studies entitled:

   a. Characteristics of Cooperative Agreements Between Postsecondary Institutions and Business, Industry, and Labor

   b. Job Development and Placement Services for Vocational Education Learners in Postsecondary Institutions

   c. Teaching Adult Vocational Education Learners

   d. Employer Sponsored Career Development Programs for Sub-Professional Employees.

3. Developing instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

4. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977.

The literature review was conducted by Charlene R. Collins, a Graduate Research Associate at the University of Northern Colorado. As part of its interest in and support of adult vocational education, Graduate Vocational Teacher Education at UNC continues to pursue and engage in research studies and development activities that contribute to the betterment of programs of lifelong education for adults.

We wish to commend the following individuals who comprised the Graduation Vocational Education Research Council for their unique and meaningful contribution. Their enthusiasm and team spirit made the entire year a most rewarding experience.

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INTRODUCTION

The primary purpose of this document is to provide a review of the relevant literature and research concerning job development and placement services for vocational education learners in postsecondary institutions in adult vocational education for use by vocational educators in Colorado. Other educators may find this selected and annotated bibliography useful as a reference source.

The vast number of research studies, books, and articles in the general field of job development and placement services for vocational education learners in postsecondary institutions made it evident that the real problem was one of purposeful selection based on at least one of the following specific criteria. To be included in the final draft of the bibliography, the material had to be related to:

1. postsecondary job development,
2. career education,
3. vocational cooperative education of the "average" adult student.

Studies focusing on special groups (handicapped, disadvantaged, etc.) were not reviewed.

The University of Northern Colorado Graduate Vocational Teacher Education Council wishes to emphasize that this collection of works is by no means intended to be exhaustive nor is it to be construed as an evaluation of work in the field. Many valuable works on job development and placement services for vocational education learners in postsecondary institutions are not abstracted here as they did not seem to relate directly to the research under consideration in Adult Vocational Education.

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BOOKS

Author: Barlow, Melvin L., Editor

Title: THE PHILOSOPHY FOR QUALITY VOCATIONAL EDUCATION PROGRAMS (Fourth Yearbook of the American Vocational Association)

Publisher: American Vocational Association

City, State: Washington, District of Columbia

Date: 1974 Pages Reviewed: 147-170

The Chapter, "Career Guidance in America: Heritage and Promise," states that youth is detached from the occupational world because of a number of present-day conditions. These conditions combine to make the transition from youth to adult worker status unusually difficult. Vocational indecision is widespread among the community college student, indicating the need for counseling. The occupational information that students possess is often limited and stereotypic. A lack of connection exists between students' educational plans and decisions and their subsequent occupational histories, and many students enter full-time work in fields unrelated to their educational training. There has been a recent shift in the counseling emphasis toward the career development position. This should begin early, be continuously available and assist in the discovery of opportunities for reality testing in school and community toward the end that occupational awareness and vocational self-identity are nurtured.

Author: Knoell, Dorothy and McIntyre, Charles

Title: PLANNING COLLEGES FOR THE COMMUNITY

Publisher: Jossey-Bass Publishing Company

City, State: San Francisco, California

Date: Not Given Pages Reviewed: 120-22

The authors state that career education is a program that most young people need since most will be in the labor force for a significant portion of their lives. In the community college, career education is knowledge about the world of work, skills for use in employment, positive attitudes toward work and the means to obtain further education and guidance throughout the life of the individual worker. Individuals, when making career decisions, should have access to information, guidance, and training to enable them to progress in their careers. The goals of career education apply to all students at varying levels of job preparation.

Author: Marland, Sidney P., Jr.

Title: CAREER EDUCATION, A PROPOSAL FOR REFORM

Publisher: McGraw Hill

City, State: New York City, New York

Date: 1974 Pages Reviewed: 223-265

The Chapter, "Career Education at the College Level," states that at the postsecondary level the community colleges are partially filling the gap and preparing students through a wide range of occupational offerings, combined with academic studies, for the world of work. Community colleges have responded quickly to the needs of the students and have adjusted their programs to satisfy the wants and desires of those students, giving them what they want out of school. Dr. Marie Y. Martin, the director of community college education in the U.S. Office of Education summarized what was happening in career education at six community colleges. One of the colleges defines career education as education which meets the needs of the individual as determined by the individual himself, and the college career center operates on the theory that the individual's chance of choosing a satisfying career is directly proportional to the number of occupations with which he is familiar.

Dr. Joseph Cosand, a leader of the community-college movement, states that career education must be an integral part of most college programs and ideally would be combined with general education which would prepare the student for both employment and cultural appreciation, combined with a sense of responsibility to self and society.

In a chapter entitled, "Linking School and the Work Place," Dr. Marland states that there are at least four factors favorably influencing the increased commitment of the business sector or community. These four factors are:

1. business enterprises have a self-serving interest in a good economic environment. This is largely dependent upon good schools.

2. business looks to its future for market potential and have everything to gain by the increased purchasing power implicit in generations going through the schools and colleges.

3. manpower needs. Work habits and attitudes are a part of the career education design and employers are contributing their efforts to the advancement of this concept.

4. social responsibility. There are commitments by business to help meet a social need which serve no immediate or short-term profit; it is a visible force that is labeled, "altruism." This is a force that educators must welcome more than they have in the past.

The career education theory declares that education should include knowledge and experience literally realted to the world of work. There must be a new relationship that makes the workplace a component of the educational system. The National Institute of Education (NIE) has opened the door but the mainstream of school and college education will remain in the existing institutions for the majority of school and college-age learners, as distinct from total alternative institutions used in the NIE model.

JOURNALS AND PERIODICALS

Author: Burns, Donald C.

Title: COMMUNITY CAREER DEVELOPMENT

Publisher: Community and Junior College Journal

City, State: Washington, District of Columbia

Date: May 1974 Vol.: 44 No.: 8 Pages Reviewed: 11-13

As a career counselor, the author explains how an area guidance center was established at Montcalm Community College to respond to the needs of the community, to be career oriented, and to work in cooperation with other existing agencies. The area guidance center was a cooperative endeavor and has been able to bring information from the community to the college for effective program planning. It has been able to effectively contact and provide career guidance to area residents along with serving migrant farm workers, inmates of the county jail, Manpower Development and Training Act (MDTA) trainees, and low income groups. The establishment of the Center has made Montcalm Community College more career oriented, more responsive to the needs of the community, and more cooperatively involved with other agencies.

Author: Buzzell, Charles H. and Hollander, Sophie S.

Title: THE PLACE OF THE POSTSECONDARY INSTITUTIONS IN VOCATIONAL EDUCATION

Publisher: Journal of Industrial Teacher Education, Purdue University

City, State: Lafayette, Indiana

Date: Winter 1974 Vol.: 11 No.: 2 Pages Reviewed: 7-12

This article states that in our present society the two-year postsecondary institution is looked upon by many as the key to a better life. Vocational education programs in postsecondary institutions can play a culminating role in an individual's career development. The postsecondary institution has begun to respond to the needs of a heterogeneous population by implementing a whole new curriculum. Programs for vocational and technical training for individuals to prepare them for gainful employment are increasing. These institutions are people-oriented, and extend counseling and guidance services, as well as placement services. A study by Buzzell in 1970 revealed that of three environments examined (high school, post high school and on the job), the post high school (or postsecondary) proved the most common as well as the most profitable for the student in regards to his/her career. This study also suggested the flexible admission requirements of the institution contributed to its success.

In order to meet the needs of this heterogeneous population, the institution must introduce a "schema" that will embrace every ability through the various stages of awareness, exploration and development. For effective career development the curriculum must be designed to help students who enter with illusions and misconceptions about the world of work. Through guidance and counseling, students can become aware of their own abilities and potentials to help in making a rational and realistic career choice. By close cooperation with the community, postsecondary institutions can introduce exploratory experiences and develop new vocational programs. When a student concentrates on a job or job cluster, cooperative programs can be implemented to provide students the opportunity for on-the-job instruction which will enable him to acquire a better understanding of the world of work.

A career development continuum permits freedom of exit and freedom for return for job upgrading or specialization. For effective career development training the curriculum and program offerings are flexible; the facilities also allow for open campuses, multi-campuses, multi-units, or multi-location sites and services spread throughout the

community in order to reach every sector. The postsecondary institution by its very nature adapts, expands, and provides innovative methods of instruction.

In conclusion, the authors state that there is no doubt that post-secondary vocational institutions have the potential to play a key role in American's education. "They can become the proving ground for the two burning issues in education--relevance and results. . .they can become the place where the unlearned can learn, and where the learned delight in sharing their knowledge."

Author: Callahan, Lois and Gillmore, Vern

Title: COOPERATIVE EDUCATION, AN ARTICULATING AGENT

Publisher: Community and Junior College Journal

City, State: Washington, District of Columbia

Date: February 1974 Vol.: 44 No.: 5 Pages Reviewed: 32-4

This article presents highlights of the cooperative education program at the College of San Mateo (CSM) in California. The goal of their cooperative education program is to close the gap between "town and gown," between theory and practice, by expanding the college into the community; by creating a channel of communications; and by changing the curriculum in response to the needs identified in the world of work. Cooperative education is a vehicle for forming closer bonds between the college and the community. Included in these bonds is the extension of the campus to the business and industrial community and, in return, the utilization of college programs by business for pre-employment and in-service training of staff.

The effect of the cooperative education program at San Mateo has been an interlacing of college and industrial facilities, equipment, personnel, and knowledge. The long-time concern of industry that students are being trained on obsolete equipment and the budget constraints of the colleges which make it difficult to upgrade expensive equipment have been a major problem for all involved. Through cooperative education programs with such places as the National Aeronautics Space Administration (NASA), aeronautical students at CSM are able to receive classroom instruction and laboratory experience on campus followed by a semester's work at the NASA facility. They have been able to work with a variety of experimental aircraft in the most advanced facilities in the world.

The instructor-coordinators' regular visits to the employers to observe students provides interaction between the college representative and the employer. The mutual evaluation of the student-worker opens the door for evaluation of classroom and laboratory related experiences. The coordinator is aware of practices in industry and is able to translate them into classwork. The employer is able to identify the student-worker's weakness which may result in curriculum changes or additions.

The College of San Mateo has been asked by several companies and public service agencies to assist in the development of in-house training programs for all of their employees.

Students in the program have identified problems relating to their work and by drafting solutions, have often effected changes within the industrial organization. More than 100 cooperative education employers have agreed that classes taken at the college are effective in the employee's training.

The business community profits from the liaison of cooperative education by having employees who are knowledgeable about theory while at the same time producing goods and services. Students and college benefit through direct application of classroom theory at work-training stations. Students no longer feel isolated from the "real world." This integration provides the student with an awareness of the relevance of the academy. CSM has included cooperative education experience in all major divisions on campus.

Other components necessary for a successful program is an advisory committee for close articulation with the college and community and for the guidance function, orientation seminars conducted by the college staff with business community representatives as participants.

The College of San Mateo's cooperative education program is building a solid bridge of understanding and cooperation between the college and the community it serves--between the world of the classroom and the world of work--and in the process is giving their students work experience which enables them to assess their career program choices before committing more years to preparation. It eases the transition into the mainstream of the world of work.

Author: Hansen, Lorraine Sundal and Tennyson, Wesley W.

Title: CAREER DEVELOPMENT AS SELF DEVELOPMENT: HUMANIZING THE FOCUS FOR CAREER EDUCATION

Publisher: Social Education

City, State: Washington, District of Columbia

Date: May 1975 Vol.: 39 No.: 5 Pages Reviewed: 304-9

This article points out that it was in the late 1960's that "career" again became a salient theme in education and caused educators to re-examine practices; that individuals have become more insistent in choosing and creating goals they consider to be of value to themselves and to society.

The many conceptions of career education were reviewed. The most narrow equates career education with vocational education, focuses on matching person to job and developing job skills, and is implemented through vocational centers and placement centers. Another conception has "work" as the central focus, dealing specifically with "education for work." There is heavy input of information on occupations and students are given information on jobs and the skills required. Another point of view finds "self" as the primary focus and defines work as both paid and unpaid activities; that the community and world of work is a resource for experiences leading to self-clarification. Another position is viewing career as a way of looking at total education as education for life; that career education is concerned with all life roles--work, leisure, family and community.

The authors define career education as self development and proposed a new delivery system. A rationale and theoretical framework were presented. The article also states that career development education emphasizes the process of career decision making more than the decision; emphasizes career patterns over a lifetime rather than a choice at a given time; on psychological as well as logical aspects of work; on developmental stages rather than on one-time decisions; and, on self development rather than on just occupational development.

Ten broad dimensions of career development were stated in behavioral terms along with an explanation of each.

Author: Hoenninger, Ronald W. and Skovholt, Thomas M.

Title: RECYCLING CAREERS--A COMMUNITY SERVICE RESPONSE

Publisher: Community and Junior College Journal

City, State: Washington, District of Columbia

Date: May 1973 Vol.: 43 No.: 8 Pages Reviewed: 22-23

This article points out the fact that career hopping, once considered a characteristic of instability, is now considered normal for workers. This new era finds that in people's desires to lead more satisfying lives, they are "recycling" lifestyles and careers. An additional incentive for recycling is early retirement. The target population for the seventies may well be the middle aged or those traditionally defined as in mid career. The middle years have become an exciting period during which skills, interests, and options continue to develop. The right of the middle-aged person to change his mind about what he wants out of life has emerged as a new and legitimate demand. Eli Ginsberg, (1972) a specialist in career development, recently changed his theoretical assumption and now believes that the choice process is coexistive with a person's working life: that a person may re-open the issue at any time. Human development choices do not stop at marriage or after age 40. There is a marked increase in second careers for people in general, and for those over 35 in particular.

The community college is, by its very philosophy, committed to serve all segments of its community. It is the logical choice to provide a service to meet an expanding phenomenon--people changing vocations throughout the life cycle.

Career development is an on-going process throughout one's life and the ability to negotiate and re-negotiate for a position are a part of this. The person who has spent time searching for power, money, or responsibility may now at age 40 desire to search for relaxation and/or meaning. On the other side of the scale, one who has concentrated on finding pleasure may feel a need to focus on responsibility. "Pouring new wine into old wineskins" is a delicate process and the individual contemplating a promotion, seeking a career change, or faced with retirement may need professional assistance lest he discard a lifestyle he could recycle.

Author: Kurth, Edwin L.

Title: VOCATIONAL EDUCATION IN POSTSECONDARY SCHOOLS--WHAT'S AHEAD?

Publisher: Journal of Industrial Teacher Education, Purdue University

City, State: Lafayette, Indiana

Date: Winter 1974 Vol.: 11 No.: 2 Pages Reviewed: 28-31

This article states that the increased rate of technological change, the knowledge explosion, and the student demand for relevance between the academic world and the world of work has caused a state of "future shock." The victims of this "future shock" are those who are unable to cope with rapidly increasing rate of changes in our society. There will be an increasing demand on people, the economy, and societal institutions in helping people develop the competencies to cope with changing conditions. Postsecondary institutions will serve the needs of the "now generation," the continuing adult education, and future generations; they will provide the portals through which people can enter the world of work and a productive role in society. The following happenings are affecting, or will affect, postsecondary education: enrollments, career education, changing work ethic, and new careers as a result of technological developments.

Enrollment increases will include more minorities and persons from affluent homes. The level of education and training at the postsecondary level will include a broad range of programs for diverse age groups as well as for individuals with special needs. Education will go beyond basic skills and into the area of professionals and management training and the training of para-technicians. The zero population growth will be felt by postsecondary institutions in the early 1980's (U.S. Industrial Outlook, 1972) but may be offset somewhat by an increase in the percentage attending postsecondary institutions.

Career education can be the answer to the needs of individuals to learn about and prepare for the world of work. The feeling pervades that the American learning system is not adequately preparing people for jobs in many occupational areas. Statistics were cited in support of this. Also, because of inadequate information about the job market or career alternatives, many may be unhappily employed. Based on Marland's career education principle, students in the future should be enrolling in postsecondary institutions with more awareness of job opportunities and existing alternatives.

Work Ethic: Literature indicates concern about worker attitudes and the changing work ethic (Newsweek, 1973; Time, 1972; U.S. News, 1972). The age of automation brought unrealistic thinking that machines could eliminate work for 90 to 98 percent of the people. Absenteeism and shortages of employees in specific areas is evidence of this thinking along with the fact that many Americans can see no virtue in holding jobs they consider unpleasant and menial and reject these jobs even when others are not available to them. The traditional work ethic is not dead; work has changed because of technology; and there are more jobs. A Time, 1972, survey showed 79 percent of college students believe that commitment to a work career is essential. Youth and adults are more serious about work than they have been and this is reflected by increasing enrollments in job-preparation programs.

Careers for Tomorrow: It is quite certain that the future will bring new sociological, educational and technological developments. The cooperative task of education, business, industry and government will be how to select occupations requiring postsecondary education which are necessary, feasible, and acceptable. It is the mission of postsecondary vocational programs to help their clientele select, prepare for, advance in, and retire from careers in a world shaped by technology.

Author: Menefee, Selden

Title: COMMUNITY COLLEGES, FINDING NEW DIRECTIONS

Publisher: Change

City, State: New Rochelle, New York

Date: July/August 1974 Vol.: 6 No.: 6 Pages Reviewed: 54-5-63

One of the new directions taken by community colleges in this article is the expanded career programs. The community college career program registration rose to 44 percent in 1973. Many community colleges have 70 percent or more of their students in career programs and many are now developing first-year core curricula and branching into second-year specialties in areas such as allied health, marketing, and agriculture. Better coordination of career offerings with high schools and technical schools is also improving.

At one community college a career education cooperative has been set up in association with two local vocational-technical schools. Cooperative work-study programs have been adopted by many colleges; in 1973, 34 percent of the federal monies for these programs went to two-year institituions. Many colleges have also contracted with local school districts to supply all adult education in their areas to avoid duplication.

Author: Parker, Van

Title: PLACEMENT PROGRAMS: A NEW PHILOSOPHY

Publisher: Community and Junior College Journal

City, State: Washington, District of Columbia

Date: February 1975 Vol.: 45 No.: 5 Pages Reviewed: 30-31,34

This article presents an organizational model for planned and coordinated career placement services along with background information on the job placement component in the community college. The placement function in many two-year colleges continues to fall into a low priority function which includes a limited posting of job openings and scheduling of recruiters: in some schools it is combined with the financial aids office; and, in some colleges there is simply no placement program.

A question asked was, "If the community college's commitment of service to the community is important, why is the liaison between student and employer frequently left to individual discretion?" Growing interest in career education and recent developments in higher education point toward a possible re-evaluation of the placement function. Some of the responsibility for career planning will no doubt be assumed by placement programs that have ready access to information on labor trends, prevailing pay rates, job requirements and other pertinent data.

Too many times career information has been a by-product of placement rather than the goal of a planned and coordinated activity. Part-time student employment has been ignored as a career-building device. In many schools, counseling services provide the leadership and career expertise for student development and career planning but this is usually limited to on-campus activities and leaves little time for everyday communications with businessmen and industrial leaders. Placement should take over where counseling leaves off. A model in the form of a combination flow chart, organizational diagram and job description was presented along with guidelines for implementation.

In summary, the author stated that the necessity of an effective placement program has gone unrecognized--the enthusiasm and dedication associated with the growth of American two-year colleges has somehow been divorced from the philosophy of placement programs. The absence of relevant philosophy has resulted in lackadaisical commitment to students and employers and is incompatable with the mission of the modern community college.

Author: Wollman, Michael; Johnson, Diane A.; and Bottoms, James E.

Title: MEETING CAREER NEEDS IN TWO-YEAR INSTITUTIONS

Publisher: Personnel and Guidance Journal

City, State: Washington, District of Columbia

Date: May 1975 Vol.: 53 No.: 9 Pages Reviewed: 676-79

The authors describe a few efforts by community colleges and vocational-technical institutes to meet the new diverse clientele in postsecondary education. In a two-year college survey, Wollman (1973) found that 63 percent were either not satisfied with their career choice or were fairly satisfied but felt they still needed help with career planning.

In order to meet these needs, two two-year colleges initiated career development curriculum interventions. Some of the strategies included a seminar for eleven weeks designed to help students: become aware of a decision making process that could apply to their own careers; to help them specify several occupational areas of interest and to help in self-assessment to determine their changes of success in these areas. A career exploration package dealt with:

1. identifying the problem.
2. gathering appropriate information (included self-clarification units to understand the world of work.)
3. exploring alternatives and selecting a tentative choice.
4. implementing a choice.
5. evaluating the decision periodically.

The authors state that although there does not appear to be a comprehensive career guidance program for two-year institutions, the strategies outlined present beginning attempts to establish the kinds of systematic programs needed.

Author: Woodcock, Leonard

Title: EDUCATION FOR A NEW AGE: PARTNERSHIP WITH LABOR

Publisher: Community and Junior College Journal

City, State: Washington, District of Columbia

Date: May 1975 Vol.: 45 No.: 8 Pages Reviewed: 15-20

In this address given by Leonard Woodcock, President, International United Auto Workers (UAW), at the American Association of Community and Junior Colleges, support was given to the role of the community colleges in expanding educational opportunities for the members of UAW. The address stated that UAW has supported public education and is committed to a strong educational program within the union. They have strong programs for staff training and for local union leadership and development.

The UAW believes that workers have many needs and require a range of opportunities, many of which can be satisfied by the community colleges. They are convinced that it could be a calamity if the community colleges and labor fail to enter into a broad and cooperative partnership to provide relevant education for the world of work and also education for "broadening life's horizons" and "improving the quality of citizenship." The community colleges should have job-related curricula that includes training for career advancement and training for new careers. It was stated that "career education" was a trap of which we must be aware; we cannot afford to train youth for already-obsolete jobs; career options are bad for a society with unemployment. Schools must go back to "general intelligence." The community colleges are in a position to offer this learning--they can teach leadership skills to union members, retired citizens, minority groups, and offer tools for participation in unions and community life. They can offer instruction in the understanding of our economy and sharpen the individual's insight into values, strengths, and weaknesses of our country.

UAW has undertaken cooperative programs with only about 30 community colleges which indicates that the colleges have held back in entering into ventures with UAW and other unions. Adjustments must be made in our systems of production and consumption in order to adapt to new realities and these must be made in ways that improve the working environment and also enhance the quality of life. These must be made by planning and close cooperation of workers, unions, and community colleges.

REPORTS, PAPERS, AND PAMPHLETS

Author: Bottoms, Gene Source: ED 099 664

Title: CAREER DEVELOPMENT EDUCATION KINDERGARTEN THROUGH POSTSECONDARY AND ADULT LEVELS

Publisher: Georgia State Department of Education

City, State: Atlanta, Georgia

Date: 1973 No. of Pages: 34

This report was based on fusing career development into all levels of the educational structure in order to make it a meaningful experience to all students. All youth are entitled to experience the psychological meaning of work, to examine the benefit of different types of work in society, to try different work activities, and to acquire the necessary skills to enter the work place in their chosen profession. A number of youth have been denied these experiences. The report stated that there is a growing gap between school experiences and the real world and many students are without the necessary competencies to develop and manage their career lives--a gap that can be bridged through career development education.

Career development education is designed to accomplish career development tasks of increasing levels of maturation that relate to occupational and educational adjustment and job and educational advancement--to contribute to personal and social growth. The broad area of career development education was covered along with the elements of a career development education program. Adjustments of career development education were written in detail along with some occupational principles, objectives, and activities. Career development education at the postsecondary level should prepare the individual to enter a chosen occupation.

In summary, the report stated that career development education will be an integration of the old and new into a new "set" for education--it will make education accountable for equipping each individual for a career. It will pervade all levels of education and will focus experiences that will culminate in accomplishing career development education objectives for each individual.

Author: Brandon, George L., Editor Source: ED 109 432

Title: A MONTAGE OF THE MID-SEVENTIES: ISSUES AND CONCERNS OF VOCATIONAL EDUCATION, WRITINGS OF GRADUATE STUDENTS: II

Publisher: Pennsylvania State University, Department of Vocational Education

City, State: University Park, Pennsylvania

Date: 1975 No. of Pages: 191

These writings consist of a collection of articles by graduate students dealing with the issues and concerns of vocational and technical education. One article publishes the statement of the Subcommittee on Education of the Committee on Labor and Public Welfare made in 1968 which stated that the part-time cooperative plan is undoubtedly the best program in vocational education. It points out that the program consistently yields high placement records, high employment stability, and high job satisfaction.

The article on "Crossing the Bridge to the World of Work" states: "Education for any level should be evaluated in terms of the extent to which students are prepared for and are assisted in taking the next step." Changes in our complex society make it mandatory for our educational system to include job development activities to meet the needs of both students and business and industry. The article recommended that students be given more opportunity to understand the working world by extending the classroom to include community occupational activities. Greater emphasis is now being placed on the cognitive and affective aspects of a job and less on motor skills. Blue collar jobs requiring less than high school education are on the decrease and as a result students applying for these jobs must be better prepared. Another feature to be considered in job development is the ability to cope with technological change and the availability and need for retraining and additional training. Society has placed the responsibility of preparing individuals for jobs in the hands of the schools. Job development, or career development, should include programs that integrate academic, vocational and guidance with the available communications resources. The schools must provide an environment from which students can obtain the skills, knowledge, and attitudes necessary for career development.

A paper by Thomas C. Cooke refers to Assistant Secretary for Education, Dr. Virginia Y. Trotter's speech at the 1974 Assembly of the

Pennsylvania Association of Colleges and Universities where she makes the following declarations:

1. the development of career and vocational education at the postsecondary level is of the greatest importance to the country.

2. the largest possible variety of educational opportunities in vocational fields should be made available to students.

3. an objective should be that every person will be able to acquire postsecondary education and will not be denied because of lack of funds.

4. equal importance for women and minority groups should be provided for in the educational amendments of 1972.

Edward Mann's article entitled, "Why Vocational Education Should be Offered in the Community Junior College?" points out that one of the most significant developments in the expansion of the community junior college has been the rapid expansion of postsecondary vocational education. He stated that in a period of leveling off of enrollments, and in some cases a decline in higher education, that the postsecondary vocational education program continues to attract increasing numbers of students who are looking for job development in preparation for a career.

K. G. Skaggs in "Occupational Education Programs in Community and Junior Colleges: The Changing State of the Art," Technical Educational Handbook, states that for vocational education to be effective it must be developed and greater use made of the nation's community junior colleges to equate and prepare manpower for the occupations in society.

Author: Fuller, Robert W., and Others Source: ED 108 003

Title: FIELD TEST REPORT OF A CAREER-ORIENTED, PEER-INSTRUCTIONAL MODEL IN THE OFFICE CLUSTER OF BUSINESS OCCUPATIONS AT THE CLOVIS ADULT SCHOOL OF BUSINESS

Publisher: Clovis Unified School District

City, State: Clovis, California

Date: 1975 Vol.: AIM VIII No.: 3 No. of Pages: 95

This report summarizes the results of a field test of an individualized instructional program which was used at the Clovis Adult School of Business in California. Job development training of students was done through competency based modules, peer instruction, and small group instruction with the teacher as the manager. Students were allowed to change goals at any time. Placement services were provided when students met the standards required for employment. The report states that working with peer groups reinforced knowledge and was instrumental in developing the good human attitudes necessary for success on the job.

Author: Gillie, Angelo C., Editor Source: ED 100 444

Title: POSTSECONDARY OCCUPATIONAL EDUCATION: AN OVERVIEW AND STRATEGIES. PAPERS PRESENTED AT THE PENNSYLVANIA CONFERENCE ON POSTSECONDARY OCCUPATIONAL EDUCATION

Publisher: Pennsylvania State University

City, State: University Park, Pennsylvania

Year: 1970 No. of Pages: 156

These papers focus on postsecondary occupational education, provide background information on the State System, and project into the 1980's. Occupational education is defined as any educational activity that has job preparation as an objective. The community colleges must extend educational opportunities. Community colleges are more accessible in terms of location (one hour travel time or student housing provided), admission policy, cost of education, programs, etc. It is projected that community colleges will continue to grow in the next decade at approximately the same rate as in the past 5 years--by approximately 50 new institutions a year. After 1980 the rate of growth should decrease. Other predictions are that enrollment will continue to grow with 10 percent being a conservative number, resulting in a doubling of enrollment by the end of the decade. The more rapid growth will take place in occupational programs. Work study will be an alternative route for many students, and will establish a closer relationship with the employers in the community. The proliferation of occupations and related curriculum may force students into early career decisions. Distinction between general education and occupational education curriculum will lessen.

The ability of the community colleges to attract students and faculty is because of where they are, what they are, and why they are. The community colleges can make a unique contribution to occupational education by blending basic disciplines with application disciplines; the challenge is not to prepare a small number of persons for a selected number of traditional occupations but to prepare large numbers of persons for a steadily increasing number of career options and at the same time give them insights into themselves and into their society.

In the area of career planning services, it states that although most schools provide "counseling" services, few provide specific and comprehensive career planning services. The need for these services is based on statements of Dr. Litwack and Dr. Prusck of Kent State University that the major single reason for seeking further education beyond high school is to acquire the skills and/or training necessary to enter the world of work and at a higher level.

The topic of cooperative work experience indicates that changes in our educational programs are being demanded by students, minority groups, business and industry, and expanding diversified population, and technological advances. Although cooperative education is not a product of the "space age," it appears to be totally accepted as a relevant educational practice by all concerned. One paper states that there is a need to triple the number of schools offering cooperative work in the next decade and advantages and disadvantages of the program were listed in detail. The adage of "success brings success" is true when one looks at statistics which show that between 50 and 85 percent of the students in the various career programs encompassing the work experience concept have taken full-time employment with cooperating employers. The community colleges may be the best means of planning appropriate programs to meet the needs of those involved.

The major obstacle facing higher education with regard to guidance, student diagnosis and curriculum is preparing people with a wide range of competencies; the problems were recruitment, diagnosis, assignment, and retention of students. Identifying the expanding occupations is stated as being a fairly simple task, but matching students to these occupations was much more difficult. The major goal is defined as the proper climate for student growth which is characterized by freedom to express oneself and to interact with others without the typical restrictions usually placed by an educational institution. The assumption is made that if students are allowed and encouraged to be themselves without criticism, then they will be free to relate to changes in society. Manpower needs must be met but with regard to the individual's values and choice.

Author: Hampson, David H., and Others Source: ED 111 934

Title: MODELS OF CAREER EDUCATION PROGRAMS: WORK EXPERIENCE, CAREER GUIDANCE, PLACEMENT, AND CURRICULUM

Publisher: Ohio State University, Center for Vocational and Technical Education

City, State: Columbus, Ohio

Date: 1975 No. of Pages: 50

This collection of papers contains models of career education programs. The paper entitled "Work Experience and Placement Programs" by Grant Venn presents a model for work experience programs, focusing at elementary through postsecondary levels, and suggests models for placement programs--one school-based and one community-based. His paper states that many students have not been able to make the transition from school to work.

Author: Harris, Norman C. Source: ED 104 459

Title: WHAT ARE COMMUNITY COLLEGE PRESIDENTS THINKING ABOUT?

Publisher: Michigan University

City, State: Ann Arbor, Michigan

Date: 1975 Pages Reviewed: 5

This article reports on important issues confronting community colleges presidents in the 70's. One of the issues in this report is on the career education movement in which community colleges have been at the forefront. One of the major problems is with the thousands of students who show little sustained interest or ability in academic studies but also avoid vocational education as though it were a plague. It states that most young people decide on college because they want "to work with people rather than with things." They expect high incomes and they don't want to do the "dirty work." This expectation gap began to take on the dimensions of a "yawning chasm" in the lives of thousands of unemployed and underemployed people by 1974 and the figures may grow into millions during the decade. It is important for the community colleges to encourage a new image for occupational programs and in this way discourage their students from choosing transfer programs which lead to no jobs.

Author: Jones, Dean H. Source: ED 195 923

Title: A PROPOSAL FOR AN OCCUPATIONAL INFORMATION CENTER AT GASTON COLLEGE

Publisher: Nova University

City, State: None Given

Date: December 1974 Pages Reviewed: 26

The purpose of this proposal is to determine the need for an occupational information center at Gaston College. It states that many community college students had not selected their occupations and the college must provide adequate occupational information for this decision. Data disclosed that 49 percent of the students felt that the selection of an occupation was their most difficult problem and 59 percent, having selected an occupation, indicated a desire for additional information about job opportunities. The most frustrating and difficult problems facing youth today was selecting an occupation, and how this choice determines to a large extent how leisure time will be spent, friends, attitudes, values, style of life, and geographic location. In connection with the National Career Guidance Week in 1974, President Ford proclaimed that there was no greater responsibility than that of helping young Americans find their way to productive and personally rewarding jobs. In observance of this Week, he urged America's industry, labor, professional and community leaders to join with the educational institutions to help make students better aware of the many careers available.

An occupational information center is proposed as a way to prepare students for life by making vocational information available to help them make more realistic and rational decisions about their occupations.

Author: Meyer, Robert S., and Others Source: ED 107 934

Title: THE VOCATIONAL EDUCATOR'S ROLE IN CAREER EDUCATION

Publisher: Wisconsin State Department of Public Instruction

City, State: Madison, WI

Date: Not Given Pages Reviewed: 11

This pamphlet contains specific means by which vocational educators can contribute more to the goals of career education than by just educating students for occupations. Other goals for career development and means of accomplishment were listed as follows:

1. developing self-awareness and positive attitude toward self. Accomplished by:

   a. being alert to opportunities to compliment students and to help them find their strengths and develop self confidence.

   b. offering criticism in a constructive manner and helping them assess their skills.

   c. being alert for opportunities to develop human relation skills.

   d. stimulating work situations in order to stress the importance of cooperation among workers as well as between employer and employee.

   e. using vocational student groups to develop positive attitudes.

2. developing occupational awareness and positive attitudes toward work by:

   a. relating learning to the outside world.

   b. acquainting students with job description which utilize the skills they are being taught.

   c. stressing the relationships between vocational subjects and the world of work.

d. using representatives from business and industry to bring the outside world into the school.

e. discussing related occupations and the opportunities for personal choice.

f. keeping up to date on employment trends and applying this information in helping students develop job skills.

3. providing exploratory work experience through:

   a. providing a sound basis for making career decisions.

   b. providing exploratory courses.

   c. discussing case histories of people in the field.

4. providing job preparation at the high school level.

5. providing career guidance, decision making experiences, placement and follow-up by:

   a. insuring that course work is augmented with job development and counseling.

   b. providing decision making experiences.

   c. informing students of job-entry requirements.

   d. expanding contacts with business, industry, labor, and government.

   e. including the skills of discovering job openings, securing appointments for interviews, completing resumes and applications.

   f. strengthening the program through follow-up studies.

Author: Shoemaker, Byrl R. Source: ED 110 608

Title: VOCATIONAL EDUCATION HELPS TO HUMANIZE THE CURRICULUM

Publisher: Note: Paper presented at the Annual Meeting of the North Central Association (8th, April 6-9, 1975)

City, State: None Given

Date: 1975 Pages Reviewed: 16

The paper presented at the North Central Association annual meeting states that an important goal of vocational education is to accept the responsibility of social and economic change for the benefit of the individual as well as the broader society and to provide for a meaningful curriculum for all youth. A focus on humanistic education was to recognize the fact that preparation for employment is the price tag of the technological age--what we have, where we are--this is our human heritage. The paper stated that instruction does not deal with a particular set of subjects but with the instructional procedures and content given in any program area, including vocational education.

It is important for the teacher to ask who is the human behind the vocational process. Then, relate the process to the cultural background of the occupation and the people who have worked in that occupation; also, project its contribution to society. To humanize means to make human--kind, merciful, considerate--to civilize and refine. Guidelines for humanizing vocational education were stated as follows:

1. provide for enlargement of self for personal integrity.
2. examine human possibilities.
3. deal with esthetic properties.
4. put the specific instructional program in a broad human context.
5. question any object or purpose in terms of "how can it be?"

Employment status provides guidelines for vocational education. With only five percent of the jobs in the work force unskilled, the large majority of students will need vocational or technical training if they are to compete effectively in a society which no longer has use for their "backs." There must be job development in preparation for employment.

Facts presented showed that the U.S. dollar paid to a person for non-production is 100 percent inflated and that every dollar paid to a worker who produces less than he can and should is inflated to the extent of the time that he/she is unproductive. We must educate youth to enter the world of work with effective skills, technological knowledge and work habits and attitudes that will enable them to be successful. The role of the United States as a nation is affected by our vocational attitudes and competencies. Brookings Institute reported that the U.S. is last of all the developed nations in terms of growth rate and real output per man hour. The U.S. had been number one but in the past 10 years we have been paying ourselves about 7 percent more per year in wages and producing only 1 to 2 percent more. No currency can possible maintain its value in the face of such a difference between growth and productivity and increase in salaries.

Educators must provide the services the individual and society need to progress job development services which should include:

1. understanding of the nature of work.

2. analysis of how a person prepares for an occupation.

3. analysis of self in relationship to capalibities of achieving success in the occupation.

Education should be related to helping people prepare for productive employment within an organized technical society.

Job development training continues on to the achievement of self-sufficiency through employment. The greatest contribution to self respect is the ability and opportunity for self support--to participate effectively in the world of work. In a study conducted by Dwight Allen Pugh, Ohio University, Athens, Ohio, directed towards comparing self-concepts of students enrolled in vocational and non-vocational curriculum, he found that vocational students reported more positively to teaching and desired behavioral change, had less trouble getting along with people, were less functionally limited, possessed lesser possibility of emotional frustration, and demonstrated fewer signs of maladjustment. Another study is in the process, and initial reports substantiate Dr. Pugh's findings.

In summary, basic to the effective function of both the individual and society is the requirement to "know thyself," "give thyself," and "support thyself."

Author: Talagan, Dean P. Source: UNC ED 110 778

Title: A COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM

Publisher: Wyoming State Department of Education

City, State: Cheyenne, Wyoming

Date: 1970 Pages Reviewed: 27

This is a report on the Wyoming comprehensive occupational education program which focuses on positive work attitudes and job-entry skills. The report states that cooperative education programs are used because it is not always possible to build elaborate and expensive occupational training facilities. It is pointed out that to be successful at work everyone needs attitudes, skills, understandings, basic tools and competencies (including language arts, social studies, and computational skills). Whether a student goes to a university, community college, or directly into the world of work, the fact is that some day he will work and in order to be successful, he needs certain attitudes and job entry skills. This must be included as part of student job development.

Author: None Given Source: ED 099 657

Title: AN AID FOR PLANNING PROGRAMS IN CAREER EDUCATION

Publisher: Illinois State Board of Vocational Education and Rehabilitation

City, State: Springfield, Illinois

Date: None Given Pages Reviewed: 32

This document lists major characteristics of career development education. Goals of career education listed in the report were:

1. to acquaint all individuals with career opportunities and options.
2. to aid individuals in making career choices.
3. to provide the vehicle for the development of skills and abilities needed for the individual to achieve his career goals.
4. to assist individuals in developing a realistic self-concept.

Career education helps to develop attitudes about the personal, psychological, social, and economical significance of work. It is a complete educational program focused on careers. Career education programs provide individuals with the opportunity to develop the knowledge, skills, and attitudes needed for employment in an occupational area.

Goals for a postsecondary institution include:

1. preparation for job entry or further education.
2. placement of students.
3. follow-up studies for program evaluation.
4. guidance and counseling.
5. assist students in making occupational adjustments.
6. provide instruction which leads to specialization.

7. provide programs which lead to supervisory and management positions.

8. entry into useful employment in areas requiring technical knowledge.

9. increase motivation by relating occupational experiences to the world of work.

Author: None Given Source: ED 114 475

Title: BRIDGING THE GAP: A SELECTION OF EDUCATION-TO-WORK LINKAGES: SUPPLEMENTAL REPORT OF THE STATE-LEVEL STUDY IN CAREER EDUCATION

Publisher: College Entrance Examination Board

City, State: New York City, New York

Date: June 1975 No. of Pages: 76

This supplemental study was conducted to analyze the linkages that exist as individuals move to continue their education from school to work, from school to school, from work to school, and within work. Out of 200 operational linkage programs, 26 were selected for research. Examples of program development and operation in the school-work relationship were provided for career education practitioners. The report provided a comprehensive review of a system of learning that permits individuals to transfer from education to work (or work to education) with a degree of ease. Important components of the system(s) were:

1. job placement services.
2. more relevant curriculums pertaining to actual job tasks.
3. student returning to educational institution for seminars to integrate work experience with educational programs.
4. follow-up studies.

The study stressed the importance of:

1. developing a framework for studying the education-to-work transition.
2. documenting the variety of existing linkages.
3. offering proposals for improved or new mechanisms.

These and other findings from the Final Report were documented in this supplemental report.

The study concluded by stating that job development covers an endless variety of activities that combine education and work--some tipping the scale more one way than the other. A balance can be provided that is rewarding to both--if it is not rewarding to the student, an important learning opportunity is lost--if it is not rewarding to the business or industry segment, it is unlikely that they will sustain their commitment.

Author: None Given Source: ED 114 473

Title: BRIDGING THE GAP: A STUDY OF EDUCATION-TO-WORK LINKAGES: FINAL REPORT OF THE STATE-LEVEL STUDY IN CAREER EDUCATION

Publisher: College Entrance Examination Board

City, State: New York City, New York

Date: June 1975 No. of Pages: 218

Results from a year-long study on the education-to-work transition were presented in this final report, along with an examination of existing linkages between the two and proposals for their expansion and improvement. The study focused on the education-to-work transition, the barriers that make the transition so difficult, and the range of mechanisms that are or might be in place to link education and work, providing a smooth transition for individuals moving from one to the other.

The purpose was to develop a framework for studying the education-to-work transition, to document the variety of existing linkages, and to offer proposals for improved or new mechanisms. The principle of bringing the two worlds into alignment without sacrificing the functions of each, was followed. The theme throughout the study was that education and work are and should be distinct.

The introduction noted that society assigns very different roles to schools and colleges than those assigned to the workplace. The main function of an educational institution is to produce an individual able to perform well in the multiple careers within our society--the individual is the primary product. In the workplace the worker is merely one component that functions with other components in turning out a product or service--a societal benefit, material, or service is the primary product. The introduction also discusses the project design.

The education-to-occupation linkage was used for this study, along with concentration on secondary and postsecondary education. Concentration was on paid work. The focus of the study was on mechanisms, processes, and products that are, or would possibly be, used to bring the segments of the education and occupation systems into a harmonious relationship.

The findings of the survey of current linkages were organized by states and a brief description was given for about 80 out of more than

100 found. A large portion were limited to the assistance of advisory councils or were work-experience programs. The 80 linkages ranged from informal mechanisms to formal and well-developed mechanisms. Twenty-six of the linkages are described in a supplemental report.

Further chapters of the report analyzed the survey findings and offered an analytic structure for considering linkage development. Findings indicated that schools and colleges actually use communication devices (advisory councils) to keep themselves informed about job entry requirements and working conditions and use program linking devices (work experience) to arrange school conditions to resemble working conditions.

It was stated that educators appear to be placing greater emphasis on efforts to align the exit requirements of one system with the entry requirements of the other. Both educational personnel and the business industry have traditionally paid more attention to process than to outcome. Educators and lay people are now beginning to turn their attention not only to the outcomes of the educational process but to the alignment of those outcomes with occupational entry requirements.

Findings of this report support participation as the most desirable level of linkage for society. Dominance of one sector over the other will produce a condition detrimental to both. If the purpose of education were simply to train individuals to meet a given set of work requirements or to fit into a particular work slot, education would become the lackey of the work world. If the work world were to adjust its entry requirements to meet the characteristics of students coming from our educational institutions, it would not be capable of producing goods and services profitably. Even though businessmen seemed convinced that the educational system should change to be more attuned to the world of work, they saw little need for major change in the work system. However, the conviction was stressed that unless change does take place in the work system to humanize the work process, linkages created for improvement of education will have little effect on improving the quality of life in the United States. The transition from education to work may be smoother, but individuals may also become increasingly disenchanted with the transition and eventually reject it if socially acceptable alternatives can be found.

Barriers that may hinder the transition process were listed as follows:

1. fluctuating requirements.
2. development and use of manpower and job requirements information.
3. credentialing, licensing, and certification procedures.
4. authority and control.

Proposals were offered in response to each of the four barriers.

The report concluded with a final caution: "Will creating better linkages be an unmixed blessing?" The gap between the two systems is not likely to be narrowed without conscious intervention, and the difficulty and frustration faced by those who make this transition will continue. The dangers of an education-to-work system that is too tightly and narrowly linked are real, and those responsible for overall improvement in the education world and the work world must weigh the issues carefully.

(See supplemental report next page)

Author: None Given Source: ED 106 562

Title: CAREER EDUCATION GUIDE: K-14

Publisher: Lakeshore Technical Institution

City, State: Sheboygan, Wisconsin

Date: 1972 No. of Pages: 712

This guide provides examples of objectives, concepts, classroom activities, and resources for integrating career education into existing curricula. The Chapter for Grades 13-14 covered the importance of communication skills by stating that the skills developed in composition, speech, and media are essential to a workers' potential training, advancement, and stability within his career; that the values and attitudes in literature provide an opportunity to explore values and attitudes of the work ethic. It further stated that "education is for life" and curriculum must include job development skills, attitudes, and values to help the individual live successfully in today's fast-paced and rapidly changing world.

Author: None Given Source: ED 109 402

Title: CAREER EDUCATION: THE STATE OF THE SCENE

Publisher: Office of Career Education (DHEW/OC)

City, State: Washington, District of Columbia

Date: November 1974 No. of Pages: 274

This was a research guide for career education containing discussions of the need for career education and a general introduction to the field. One-third of the guide is a state-by-state survey containing definitions, job development activities, etc.

The guide stated that the growth of career education is testimony to the fact that the educational system must do more to help people find and engage in satisfying and meaningful work and to help them live more productive lives. At the postsecondary level, the guide describes projects in various categories.

Criticisms were stated concerning the relationship of education to work along with the need to change our educational system so that it no longer isolates students from the rest of society. These criticisms were documented by results of the 4th Gallup Poll of Public Attitudes Toward Education where 44 percent of the respondents said that they wanted their children to get an education "to get a better job." This was seen as the most important goal of education. The 5th Gallup Poll indicated that 90 percent of the respondents said school "should give more emphasis to a study of trades, professions and business to help students decide on their careers." A 1971 national survey estimated 21.2 million adults lacked reading skills at the "survival level" such as the ability to fill out a job application form. Another basic criticism of the educational system is that it ignores career development research which emphasizes the need to do a better job of helping students learn more about and prepare for the world of work. Career choice is often made in an environment which provides little help (S. Osipow). There is also the criticism that the educational system fails to provide students with the information and experience necessary to make rational choices about their future.

Forces within the world of work have demanded changes--frustrated individuals are insisting that industry, labor, business, government, and the community, as well as educators, find new ways to meet their needs. Part of the youth unemployment may be attributed directly to the schools

and their failure to give job guidance. Education needs to do more to assist youth in entering the world of work; the lack of knowledge about the working world appears to increase the problem of youth unemployment.

The rapid obsolescence of knowledge and the extension of the life span makes it clear that the skills learned in youth will be outdated at the time of old age. "Super-industrial education must therefore make provision for life-long education on a plug in/plug out basis." (A. Toffler, Future Shock.)

Acceptance and support of career education no doubt stems from the fact that career education and development is already a way of life in much of our world outside the schools.

It was also noted that cooperative education increased 145 percent in enrollments during the period of 1967 thru 1972.

Author: None Given Source: ED 103 702

Title: NATIONAL INSTITUTE OF EDUCATION: CAREER EDUCATION PROGRAM: PROGRAM PLAN FOR FY 1975

Publisher: National Institute of Education (DHEW)

City, State: Washington, District of Columbia

Date: September 1974 No. of Pages: 173

The State Plan for Career Education Research and Development, published by the National Institute of Education (NIE) in April, 1973, outlined the framework of the program and described the projects initiated by the Office of Education and transferred to the National Institute of Education. The major program was research and development to improve the understanding of the relationship of education and work. The plan reviewed this work and offered a status report on major program areas. The plan included problems and questions and outlined activities in six areas.

Background information supplies consisted of Gallup Polls and NIE sponsored surveys which showed that Americans place preparation for work, economic success, and better jobs above other reasons why people should attend school. There was considerable evidence that young people leave school not fully prepared for the adult world--without the skills necessary to obtain employment or to continue their education; without knowing where their career interest and competencies lie, without proper information on job availability and job requirements; without much information or understanding of what the adult world is like. There was concern in the results of reports of National Commissions which found that too many people experience great difficulty in making the school-to-work transition and the transition from youth to adulthood. Reasons for this are uncertain and may be partially related to employment opportunities now available. The Commissions, however, believed these difficulties were largely due to the segration of youth from adult experiences and with the decline of the "apprenticeship-to-life" offered in farm and small entrepreneur families. The report concluded that youth have been excluded from adult life.

The report listed the following current trends:

1. the large youth population of the 1960's is older and may be seeking further education.

2. life span is increasing.

3. cost of living has increased and more adults are working to earn a second income and have returned to school for further education; that education is a lifelong opportunity, not ending when an individual leaves school.

The central question proposed by NIE was to what extent can and does education affect an individual's ability to find, get, and hold a job in the career of his choice. NIE identified contributions which education makes to influence career choices. Some of the "occupational" goals of career education listed were:

1. bring people in contact with a variety of occupational settings and roles for the purposes of career exploration and the acquisition of general and specific skills.

2. help people make a commitment to meaningful work for themselves and others.

3. improve ways to give financial help for continuing occupational development.

4. bring academic and occupational curricula closer and link education, community, and the workplace.

For clarification, education was used as a broad term concerned with the development of critical thinking, understanding of love of learning, transmission of diverse cultural heritages, and the full participation of individuals in their society. Career education included vocational-technical education in that skill training and preparation for a specific job or occupation play a significant role for many who have decided on a career and want training for it. Career education focused on the interface between the individual and the economic sector and was primarily concerned with education as it related to career development.

According to a survey almost every state had some activity of the career education program. The report stated that career education is becoming the catalyst through which change "to make a difference" may take place. Following are major goals of the NIE:

1. improve understanding of the relationship between education and work. This included better definitions, better measurement of improvement hoped to be achieved, more accurate knowledge of and the extent education reform can and cannot make a difference in the lives of workers or of society.

2. to increase the contribution education makes to individuals' ability to choose, enter and progress in work that is worthwhile to the individual and to others.

Strategies for attaining these goals were outlined in detail in this report. NIE is bringing together the knowledge base, preparing career education materials, testing an innovative delivery system for adult career guidance, and initiating a national survey. NIE is responsible for three basic activities: research, program development, and dissemination.

Abstracts of projects in program areas were as follows:

MAKING A CHOICE: Understanding Career Decision Making--Career education is concerned with the ability of individuals to fully utilize their skills, interest, and values when making a career decision, thereby, hoping to improve the career access, progress, and situation of individuals.

A POLICY STUDY IN EDUCATION AND WORK: Job Satisfaction--Issues of concern were: What is the role of education in contributing to a job satisfaction and will educational opportunities enhance job satisfaction and under what circumstances?

CAREER DECISION MAKING: Decisions--Faced in everyday life and contain two elements:

1. a thorough understanding of the situation and factors involved.

2. up-to-date accurate and readily understandable information.

USE OF INTEREST INVENTORIES: Information on these inventories was used as background information for career placement.

Author: None Given Source: ED 110 810

Title: REPORT: NATIONAL CONFERENCE ON COOPERATIVE EDUCATION

Publisher: Bureau of Occupational and Adult Education (DHEW/DE), Division of Vocational and Technical Education

City, State: Washington, District of Columbia

Date: April 1975 No. of Pages: 64

The aim of the Conference is to: clarify the scope of cooperative education as a method of delivering occupational skills and to examine issues dealing with ways to stimulate expansion, improved practices and cooperative relationships among employers, organized labor, and educators.

It is pointed out that the rules of education have changed--performance satisfactory 20 years ago is considered a failure by many in 1975. In the past there were more low-level jobs and the functional illiterate was "better" qualified than the high school graduate; minorities had not become actively seeking full equality of job opportunities.

For education to bridge the gap from school to work, parents and others must understand that both the skills in vocational and general studies are needed by the student in his/her job development and both must be provided by our educational system.

Carl H. Madden's paper on EDUCATION IN A CHANGING SOCIETY points out that cooperative education continues to receive priority in the Office of Education; is expanding to meet the career development objectives; and is the core of many initiatives in the Office of Education. The Division of Vocational and Technical Education gave priority to the further development of cooperative education at a national meeting in order to give clearer direction to utilizing community resources in preparing people for employment.

Madden points out three major areas of concern: the drop outs, the general studies graduates, and those who leave college without a degree. The people in these three groups total about 2.5 million people each year. With only about 5 million unskilled jobs, the supply of workers far exceeds the demand. Some will get some type of job development or training but others will end up on welfare, in prison, or in dead-end jobs--for them there will be no room at the bottom. The years of formal education have not given these students one salable skill. Job

development in our educational system should include raising the employability of young workers by developing skills and attitudes required by the world of work, along with supplying them the necessary career information. Better job development in our schools will help smooth the transition of entering the world of work and lessen the periods of dissatisfaction with the initial job (which might result in a period of unemployment).

A method to guide a person from school to work in a smooth transition is cooperative work experience. It was recommended that cooperative work begin early enough to give the student some knowledge of how people earn their living, the types of jobs available in various geographic areas, and the basic skills required in the job or job cluster the student is pursuing.

As a part of job development, job placement could be facilitated by year-round schools, and more accurate, complete job market information dissemination.

To help attain our goals, the conference report stresses the fact that the National Chamber is committed to serving as a constructive partner to the schools and will work with state and local chambers to help plan conferences. Chamber-sponsored college business symposiums will also be increased. The National Alliance of Businessmen is expanding its Career Guidance Institutes. The attendance of education, and labor at the National Conference on Career Education sponsored by the National Chamber attests to the fact that the Chambers are recognized and there is a strong interest in working together.

"A Prospectus For Cooperative Vocational Education" by William F. Pierce, points out that the attendance of educators, representatives from business, industry and labor had renewed the understandings and commitments for "education which uses the streets and highways as hallways to classrooms in shops, stores, offices, factories, and service agencies in the community." Employers consume the products of vocational education and they, with organized labor are the critics, supporters, and bystanders of any effort of preparing students for employment.

The Conference theme, "Expansion through Involvement" reinforces the fact that job development of students must be a combined effort. Cooperative work experience can only be successful through the joint efforts of all concerned with the future manpower needs of society. The Battelle Memorial Institute, in a study for the Office of Education, found employers favored applicants who had participated in a cooperative work experience program. Labor was urged to find constructive ways in helping develop educated workers who can command a favorable living wage--youth of today are tomorrows union members and need labors' encouragement and assistance. All seek to develop future workers who not only perform their job satisfactorily but also have the educational background for advancement as well as being able to cope with

occupational mobility. It is important to remember that all knowledges and skills from one generation to the next is not totally within the purview of the schools.

Additional information on the barriers to cooperative education may be found in an Office of Education study, "An Assessment of School-Supervised Work Education Programs."

Critical Issues In Cooperative Vocational Education by Robert M. Worthington gives further background information by stating that cooperative education, for many, will be the capstone to formal career education; it will be the bridge on which these students must rely for achieving active membership in the labor force.

The second section of the conference report summarized remarks of a businessman, a labor leader and educators.

Points stressed by John A. Pinkston, a businessman, are as follows:

1. involve larger companies.

2. educators must understand business is both profit and survival oriented.

3. present students (especially disadvantaged) to employers by pointing out their needs and follow-up by counseling and coaching assistance. Do clerical tasks--provide whatever assistance and resources are available.

4. show relationships between education and the job.

5. prepare students for occupational change and continuing education.

6. discover ways in which the program of the National Alliance of Businessmen (NABS) can enhance the service capacity of cooperative education.

From the Union's point of view:

1. cooperative education must involve a joint and equal participation of education, industry and labor. Unions need to be brought in from the beginning--the conference itself is a model of what cooperative education should be.

2. unions will not stand idly by and let cooperative education be used as a means of creating a pool of cheap child labor.

3. concern with the relationship between cooperative education and the general level of employment--will work only in a full employment economy. A concern to be shared by all.

4. emphasize career education. Education must be concerned with the whole person and must not be turned into just another job training program.

From the Educators' point of view: Views were similar to those found in other readings.

The third section of the Conference Report contains group reports. The first issue of the group reports was on "Role Expectations in Career Education" and dealt with the potential dichotomy between expectations of students who will make career choices in school and the range of skill training opportunities which will be available to them prior to their graduation. It is necessary to look for practical ways in facilitating the vocational institutional needs of students whose interests are for programs not found in most schools. Once students are made aware of their career options and are permitted to explore them, demand for preparation will increase; once a career goal has been identified, every effort must be made in job development. The following recommendations are made:

1. expand cooperative vocational education to include academic students gearing for professional careers. students still in the exploration stage, disadvantaged, handicapped, and special education students.

2. expand availability of cooperative vocational education training stations by removing "pay" for work performed. Adjust schedules and practices of instruction and placements.

3. expand the year-round schools concept to allow for alternative procedures.

The second issue deals with the expansion of cooperative education in career/job preparatory curricula and recommended ready access to cooperative work experiences in all programs of vocational education. Issue number three is the relationship to apprenticeship training in terms of: the placement of cooperative students in apprenticeable occupations and the reduction of time spent in a formal apprenticeship program by students completing a cooperative program. The importance of examining the conditions which influence the continuing positive relationship between the two is necessary because of the similarity of training. Credit for cooperative work experience toward apprenticeship training has not always been recognized and this has forced repetitive learning. It is recommended that policies be established related to advance understanding for apprenticeship applicants who have completed

cooperative vocational education as well as policies relating to the opportunity for placement of in-school youth in apprenticeable occupations.

Another issue of concern is one of liability and the question of liability resulting from school related student injury in off campus sites. Students are protected by State Workman's Compensation laws which is the reason cooperative education students must be paid. The issue of employer participation involved securing a broader base of support and participation by employers and those who influence student employment opportunities, including the incentive of employer reimbursement. The observation can not be made that schools and private industry are not well acquainted because too often schools organize and run job preparatory courses without consulting local business for current methods, practices, and employment potential.

There is one major single issue discussed: To what extent should cooperative education serve as a change agent for a system of education which seems to be impervious to the world of work.

In summary, the goals of the conference include:

1. to develop and improve relationships and support within education and among business, industry, labor and government.

2. to consider cooperative education in terms of career education.

3. to explore critical issues in implementing cooperative education.

4. to develop strategies for the expansion of cooperative education programs.

UNPUBLISHED DISSERTATIONS

Author: Huston, Harlan D.

Title: THE NATURE AND CHARACTERISTICS OF BUSINESS EDUCATION AND TRAINING OFFERED BY BUSINESS AND INDUSTRY IN A METROPOLITAN AREA WITH IMPLICATIONS FOR COMMUNITY COLLEGES

Publisher: University of Northern Colorado, Ph.D. Dissertation

City, State: Greeley, Colorado

Date: 1976 No. of Pages: 132

This dissertation reviewed a series of Fortune magazine articles, beginning in October, 1975. The first article in the series reported that business is collaborating with education to bring the two worlds closer together and this collaboration would not be easy. The article stated that educational institutions tend to be bureaucratized, bound to tradition and slow to adjust to new needs. The business community has not fully recognized the value or the ways in which the educational process could strengthen them; each is suspicious of the other. In a January, 1976 article, Fortune magazine stated that educators are looking at the business community with a new interest and respect. Today's educator is seeking knowledge and direction from business, information on what jobs in the business world are really like, what attributes to successful executives, what kinds of people they are seeking, and what methods of training, selection and promotion are used. Business has extended help when asked. Corporations are also more liberal in letting employees seek more education.

Interviews conducted by Mr. Huston showed that business representatives stressed the need for preparing students in problem solving and analysis. It is not enough for someone to come into the workplace today or in the future with a narrow set of job skills which do not allow for the moving from task to task or to a new situation. It was also felt that community colleges should prepare students with job skills which include attitudes toward their place of employment. This should include the economic awareness of a free enterprise system and the competitive aspects of business along with attitudes toward assignments. The third category was involved with the need for work experience to become a part of the community college's educational program. A forth category dealt with the maintaining of high standards of performance; levels of technical content and skill development should be upgraded and be more advanced than high school; there should be more emphasis on remedial efforts to correct basic skill deficiencies. Job-entry skills should be a part of job development training along with the knowledges and attitudes necessary to help students handle long-term adjustment and change.

Very narrow skill development is not consistent with the needs of business and industry because of advanced technology. A specific set of skills will not serve an individual throughout his working life. Students must acquire the ability and background to be able to transfer acquired knowledge to new work situations and to add to that knowledge when necessary.

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